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ABSTRACT

The Community College of Baltimore's (CCB's) Ford Foundation Bridge Program was designed to improve and extend transfer opportunities in Baltimore by developing a completely articulated Arts and Sciences transfer program extending from five feeder high schools to four receiving baccalaureate institutions, with CCB serving as the "bridge" institution among the 10 participating educational institutions. The major objectives of the project were: (1) the formation of an Advisory Task Force to conduct articulation conferences with the participating institutions to ease transfer of students among the three educational levels; (2) the review, revision, and strengthening of the Arts and Sciences curricula at CCB and the development of formal articulation agreements for the revised programs; and (3) the development of an Arts and Sciences Identification Process to include an early identification of potential Arts and Sciences students at the participating high schools, a high school outreach program, a CCB Arts and Sciences Student Support Team, and improved transfer opportunities to four-year institutions. This report on CCB's Bridge Program includes background information on the school; a discussion of the purpose and objectives of the project; a summary evaluation of the accomplishment of project objectives; a list of other achievements; an overview of changes in the program, resource allocation, and staffing; and a discussion of the institutionalization of the project. (LAL)

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THE COMMUNITY COLLEGE OF BALTIMORE'S FORD FOUNDATION BRIDGE PROJECT

SUMMARY STATUS REPORT

JC 850 262

May 29, 1984

Community College of Baltimore
2901 Liberty Heights Avenue
Baltimore, Maryland 21215

The Community College of Baltimore's

Ford Foundation Bridge Project

Summary Status Report

Background

Of all institutions in the State of Maryland, the Community College of Baltimore is in a unique potential position to affect, in a positive way, the educational futures of large numbers of minority students. This unique position is a result of the following factors:

I.

a) As the only public two-year institution in the City of Baltimore, CCB is the only educational alternative for many of the 30% of the graduates of the Baltimore City Public School System who choose to go on to college. Since the City school system's minority population is over 90%, CCB has become the "college of choice" for Baltimore's graduating minority students, many of whom are deficient in academic skills because of the over-crowded, poorly equipped, and understaffed school system in the City.

b) CCB is the only community college in the State of Maryland with a significant minority population (Black students comprise over 74% of the total enrollment at CCB, while all other community colleges have an overwhelmingly White student population).

c) The vast majority of Maryland minority students attend five predominately Black institutions (CCB, Morgan State University, Coppin State College, Bowie State College, and UMES), and CCB has, by far, the largest enrollment of these minority institutions.

d) The remainder of all other educational institutions -- both public and private -- have overwhelmingly White student populations. As such, they do not affect, in a significant way, college transfer opportunities for minority students in Maryland.

II. Over the past ten years, significant academic program changes have occurred at the Community College of Baltimore.

a) There has been a dramatic increase in the need for remedial/ developmental education.

b) There has been a substantial shift in enrollment from transfer-oriented programs to job-oriented programs.

c) There has been a dramatic decline of enrollment in the liberal arts (Arts and Sciences) curricula at the College.

III. There exists, in the Maryland higher educational structure, a clear lack of organized articulation. With the exception of a few individual efforts, it is incumbent upon each community college to work out acceptable articulation efforts with baccalaureate institutions.

Recognizing these factors as both problems and challenges for positive action, the Community College of Baltimore developed a pilot transfer opportunities program for the Ford Foundation Urban Community College Transfer Opportunities Program which could serve as a model for future extension and development to increase transfer opportunities for minority students in the Baltimore Metropolitan Area.

Purpose

The purpose of the Community College of Baltimore's Ford Foundation Bridge Program was to improve and extend transfer opportunities in the City by developing a completely articulated Arts and Sciences transfer program which extends from five feeder City high schools to four receiving baccalaureate institutions, with CCB as the "bridge" institution among the ten participating educational institutions, representing three educational levels.

Objectives

The College set three objectives for the Bridge project, to be completed by August 31, 1984:

1. To have formed an Advisory Task Force as an umbrella advisory group; to have conducted articulation conferences with four City high schools; and to have conducted articulation conferences with four area baccalaureate institutions, in order to ease the transfer of students among the three educational levels in the arts and sciences areas.

2. To have reviewed, revised, and strengthened the Arts and Sciences curricula at the Community College of Baltimore; to have formally presented any revisions to the Curriculum Committee and to the Board of Trustees; to have developed formal articulation agreements for the revised programs with both the participating high schools and baccalaureate institutions; and to have developed two competency-based Arts and Sciences courses.

3. To have developed an Arts and Sciences Student Identification Process to include an early identification of potential Arts and Sciences students in the participating high schools, development of a high school outreach program, formation of a CCB Arts and Sciences Student Support Team, and development of transfer opportunities to baccalaureate institutions.

Summary Evaluation

Although all objectives for the Community College of Baltimore's Ford Foundation Bridge Project were scheduled to be completed by August 31, 1984, they are, as of May 29, 1984, either completed or close enough to completion to be able to project, with certainty, timely completion by the target date of August 31, 1984. Specifically, activity progress of completion for each objective and sub-activity is as follows:

Objective 1

Activity A -- Formation of a Transfer Task Force to serve as umbrella advisory group during project year.

This activity is completed at this point for the project year with the exception of the final report for the Task Force, which will be completed before August 31, 1984. The Task Force has met a number of times since December 1983 (see Detailed Report) and has met all its objectives. At its meeting on May 23, 1984 the Task Force decided to continue work during the 1984-85 academic year and has scheduled an initial meeting for September 1984. (this point will be discussed later under Institutionalization of Changes and Programs)

Activity B -- Conduct articulation conferences with four City high schools to ease the transfer of high school students to college.

The four City high schools originally selected to participate -- Northwestern High, Baltimore Polytechnic Institute, Southern High and Western High -- were expanded to five high schools in November 1983, with the inclusion of Douglass High, an institution with a relatively large number of potential college-bound minority students. Articulation conferences with all five high schools have been completed (see Detailed Report), and formal articulation statements are being developed between the Community College of Baltimore and the participating high schools, to be completed by June 30, 1984.

Approximately eighty(80) high school professionals (academic, administrative, and guidance) from the five high schools participated in the various articulation activities between the institutions, and it is estimated that these high school participants invested over four hundred (400) hours of time in the articulation activities. Since the sole purpose of this activity was to provide a mechanism or forum to complete Objectives 2 and 3, achievements will be discussed under these objectives.

Activity C -- Conduct articulation conferences with four area baccalaureate institutions to explore avenues to ease the transfer of CCB graduates into senior institutions.

Articulation conferences with the four selected baccalaureate institutions (Morgan State University, University of Baltimore, Coppin State College, and Towson State University) have been completed (see Detailed Report).

Approximately ninety (90) professionals from the four participating colleges were involved in the various articulation activities of this project, and it is estimated that these professionals (from administration, academic affairs, and student affairs) invested over four hundred and fifty (450)hours of time in the various articulation activities.

Although the purpose of this activity was to provide a forum for completion of Objectives 2 and 3, additional achievements include an

expansion of articulation efforts to include the University of Baltimore's Division of Business, Coppin State College's Division of Education, and Morgan State University's Schools of Business, Urban Studies, and Human Development. Exploratory conferences have already been held with these units, outside the scope of the Bridge Project, and articulation work is progressing on a number of academic transfer programs. It is anticipated that these new articulation efforts will be completed by January 1984.

Objective 2

Activity A -- Review and Revise the Arts and Sciences curricula.

The Associate Dean for Humanities and Social Sciences and the four Chairpersons of the Departments of English, Mathematics, Social Sciences, and Natural and Biological Sciences have written five separate draft revisions of the Arts and Sciences curricula. Each draft revision was reviewed by internal academic personnel and articulated with peers at both the participating high schools and baccalaureate institutions. After input from each draft was received and reviewed, another revision was undertaken.

The final draft for each Arts and Sciences curriculum was presented to the Curriculum Committee for approval on May 15, 1984 and was unanimously approved. After final consultation with the Dean of Faculty, Vice-President of Academic and Student Affairs and the President, the Associate Dean will present the revised curricula to the Board of Trustees for official approval prior to August 31, 1984. Preliminary articulation statements for the participating high schools have already been written and will be formalized by June 30, 1984. Formal articulation statements with the baccalaureate institutions for the recently revised Arts and Sciences curricula are currently being developed and will be completed by the target date of August 31, 1984.

Activity B -- Develop two competency-based Arts and Sciences courses.

The two Arts and Sciences courses chosen to be developed in a competency-based format are English 102 -- Introduction to the Term Paper and Research Methods and Biology 102 -- Principles of Biology. The syllabi, learning outcomes statements, and sample learning units for these courses were developed and presented to an external evaluator (Dr. Marvin Cook), who is a specialist in competency-based education, on March 22, 1984. (see Detailed Report for Dr. Cook's written evaluation and recommendations)

Based on Dr. Cook's evaluation and recommendations, the final drafts for the two competency-based courses are currently in progress and will be completed by the target date of August 31, 1984. The evaluator also made recommendations concerning the possibility of placing the entire Arts and Sciences program in a competency-based format, complete with a detailed program map. While the program map has been completed (see Detailed Report), academic peers at the baccalaureate institutions have shown little interest in competency-based education; therefore, the question of developing an entire program in a competency-based format is in question at this point.

Objective 3

Activity A -- Develop Student Transfer Identification Process.

The development of a student transfer identification process was accomplished by revising the computerized high school codes for the College and coupling that with curriculum codes. Also the Arts and Sciences faculty identified the necessary course levels which must have been completed to be selected into the Arts and Sciences Program. College and Career Awareness Workshops were conducted in each high school for the target population (12th graders) and for the feeder groups (10th and 11th grades). (See Detailed Report) Arts and Sciences Career Exploration materials were prepared for each high school guidance office for use by students in identifying careers in Liberal Arts. Follow-up sessions were held to distribute the Admission and Financial Aid Checklist/ Admissions Packet and to discuss the CCB Visitation Day Programs (May 16, 1984) and Summer Enrichment Program. New students were flagged for early admissions and their records were reviewed by the Support Team.

Potential CCB Arts and Sciences students were invited to an orientation mixer on April 6, 1984. Through the guidance personnel in the participating high schools, potential "Bridge" students were identified and invited to an orientation mixer on May 6, 1984.

Activity B -- Form and train transfer student support team composed of counselors and faculty advisors.

The Support Team was composed of interested counselors (2) and faculty advisors (7) from the Humanities/Social Sciences, Math and Science curricula. Two (2) training sessions were held and the criteria and procedures were outlined and the agendas for the CCB Visitation Day (May 16, 1984), New Admit, Orientation and Registration Day (May 29, 1984) were formulated.

Activity C -- Develop transfer opportunities to baccalaureate institutions.

Activities were planned and implemented at CCB in the early Spring with a series of on-campus transfer days, consisting of representatives from Admissions, Financial Aid, Transfer Advisors and Career Specialists from participating colleges, where instant admissions did occur and scholarship and transfer credits were discussed.

A transfer brochure is being developed and will contain admission, financial aid/scholarship, articulation and career information as it relates to Arts and Sciences.

Visitations to the four year institutions (see Detailed Report) for academic, cultural and athletic events were published in the Bridge Newsletter (see Appendices).

As can be seen from the above discussion, the project has achieved, to a remarkable degree, the original objectives detailed in the College's proposed for funding. In each case, the objectives either have been completed or will be completed by the completion target date of August 31, 1984. At that time, the remaining formal documents will be forwarded to the Ford Foundation for review.

Other Achievements

1. As explained in Objective 1, Activity C, the articulation achievements with the participating baccalaureate institutions went far beyond that of the Arts and Sciences curricula. The senior institutions were, in fact, eager to explore other transfer programs for formal articulation, and work is currently progressing with the following participating institutions in the following areas:

   Coppin State - Division of Education-all programs articulating with CCB programs in Human and Public Services, Early Childhood Education, Gerontology, and Physical Education and Recreation.

   Morgan State University - articulated programs have been written in Fashion Merchandising, Telecommunications, Business Education, Human Services, Social Work, and Gerontology. Expansion to all MSU programs planned for 1984-85.

   University of Baltimore - School of Business articulation with business and arts and sciences at CCB is in progress.

2. Beyond that, two other senior institutions -- Sojourner-Douglass College (Baltimore) and George Washington University (Washington) have contacted the Community College of Baltimore after hearing of the Ford Foundation Bridge Project. Exploratory conferences with each institution were held during the Spring 1984 semester, and a number of social sciences transfer curricula have been targeted for articulation during the 1984-85 academic year.

3. A consensus was achieved among personnel from all ten participating institutions that the greatest "hemmorhage point" for minority students in the educational pipeline to a professional career in Baltimore was at the point between the eighth and ninth grades in junior high school. Having no family or social role models for post-high school educational achievement and having little access to professional career planning and guidance specialists, most minority students in the Baltimore City Public High School System opt for vocational or general programs of study for their high school years, shying away from the higher level science, math, and other college preparatory courses. It is little wonder, then, that less than 30% of the graduating City high school students attempt to enter college.

Although at a very preliminary stage, discussions have begun around the concept of a college consortium -- to include all participating baccalaureate institutions and the Community College of Baltimore -- to provide a systematic, integrated program of career planning and college awareness activities, targeted toward the Baltimore City Public School System's eighth and ninth grade students. If developed well and executed fully, this concept could greatly enlarge the overall pool of college-bound minority students in the City and make significant inroads in providing transfer opportunities for these students.

Changes in Program, Resource Allocation, and Staff

Because considerable prior planning had gone into the original proposal for funding, remarkably few changes were necessary during the grant period. Minor changes or modifications were as follows:

1. Upon his appointment as the new Vice-President of Academic and Student Affairs at the Community College of Baltimore in February 1984, Dr. Conrad Mallett replaced Dr. R. Rodney Fields as Chairperson of the Advisory Task Force.

2. As previously discussed in Objective 1, Activity B, the number of participating high schools was increased from four to five, with the addition of Douglass High School.

3. Although English 200 (Black American Literature) was originally chosen as one of the two courses to be developed in a competency-based format, course design difficulties necessitated a change to English 102 (Introduction to the Term Paper and Research Methods).

4. The three original Arts and Sciences concentrations were expanded to four during the revision, with the Math and Science concentrations becoming two independent concentrations.

5. A copy of the budget, with current expenditures, is attached to this report. Further expenditures are expected in June.

Institutionalization of Changes and Progress

Although faced with a painfully austere budget, a growing enrollment, equipment shortages, and understaffing, the Community College of Baltimore remains resolved to provide increased transfer opportunities and quality transfer programs for the citizens of Baltimore City. This college fully subscribes to the motto of the United Negro College Fund, "A mind is a terrible thing to waste," and it is committed to making institutional changes to increase educational opportunities in the City of Baltimore, so that, in the future, fewer minds will be lost or wasted. The following are some of the institutional changes and commitments resulting from this year's Ford Foundation Bridge Project:

1. The internal core committee for the grant project is being expanded and formalized as the Articulation Committee. Two former CCB transfer students, Mrs. Gloria Still and Ms. Nancy Alford, have been added to the Committee to insure more direct transfer student perception and input.

2. A permanent High School Recruitment/Outreach Office is being formed, and two full-time administrative staff members are being assigned to develop a systematic, comprehensive outreach effort to every Baltimore City High School. This effort will be directed and supervised by the new Vice-President for Academic and Student Affairs, Dr. Conrad Mallett.

3. A summer Bridge Enrichment Program has been developed for implementation this summer (see Detailed Status Report). The College has made a major institutional commitment to the success of this project by providing general funds for the salary of the Summer Bridge Enrichment Coordinator,

Dr. Joan Andersen, and full summer tuition scholarships for forty (40) graduating Baltimore City Public School students. This Enrichment Program is designed to increase the basic academic skills of these forty incoming Arts and Sciences students, as well as provide academic advisement, career planning, and cultural enrichment activities throughout the summer. A number of senior faculty members are volunteering their time to provide the cultural enrichment activities.

4. The President of CCB has formally appointed two College-wide Committees, the Enrollment Development Committee and the Service Capability Committee (to include a thorough analysis of attrition problems and retention solutions), headed by two senior administrators, Dr. Phyllis Dellavecchia, Dean of Planning, Development and Communications and Dr. Conrad Mallett, Vice-President of Academic and Student Affairs.

5. The College has shifted its capital improvement priority for FY 85 to begin design of the Fine Arts Wing at its Liberty Campus to provide an attractive setting and facilities for some of its transfer programs. Renovation construction is now anticipated to begin in the summer of 1985.

6. The Advisory Task Force, comprised of the Vice-Presidents of Academic Affairs and the Principals of the participating institutions in this year's project, has decided to continue general articulation discussions for the coming academic year. As noted earlier, a college consortium to provide career planning and college awareness activities for the Baltimore City Public School System's eighth and ninth grade students is a prime discussion point for development.

As can be seen from the above examples, the Community College of Baltimore has made a major commitment to institutionalize the progress made during the grant period; yet this is only a beginning, a first step, since the problem is deeply rooted and the societal resistance to change is strong.

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